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ABSTRACT

This document describes the steps that San Diego Mesa College plans to take in order to bring about a balance in the racial and sex distribution of its faculty and staff that approximates the racial and sex composition of the populaiton of the City of San Diego. The philosophy and goals of the Mesa College Affirmative Action Policy are set forth, and the apparatus necessary to monitor and enforce its implementation is detailed. Expected activities of the Affirmative Action Committee and the Affirmative Action Coordinators are outlined, and policies in the areas of budget and appeals are delineated. The present faculty and staff racial and sex composition is described for each department in the college (administration, arts and sciences, counseling, occupational education, and classified staff), and goals are set for one- and five-year periods. Finally, a calculation is made of how close the college will be in five years to its ultimate goal of an entirely balanced staff is the current goals are reached. (NHM)

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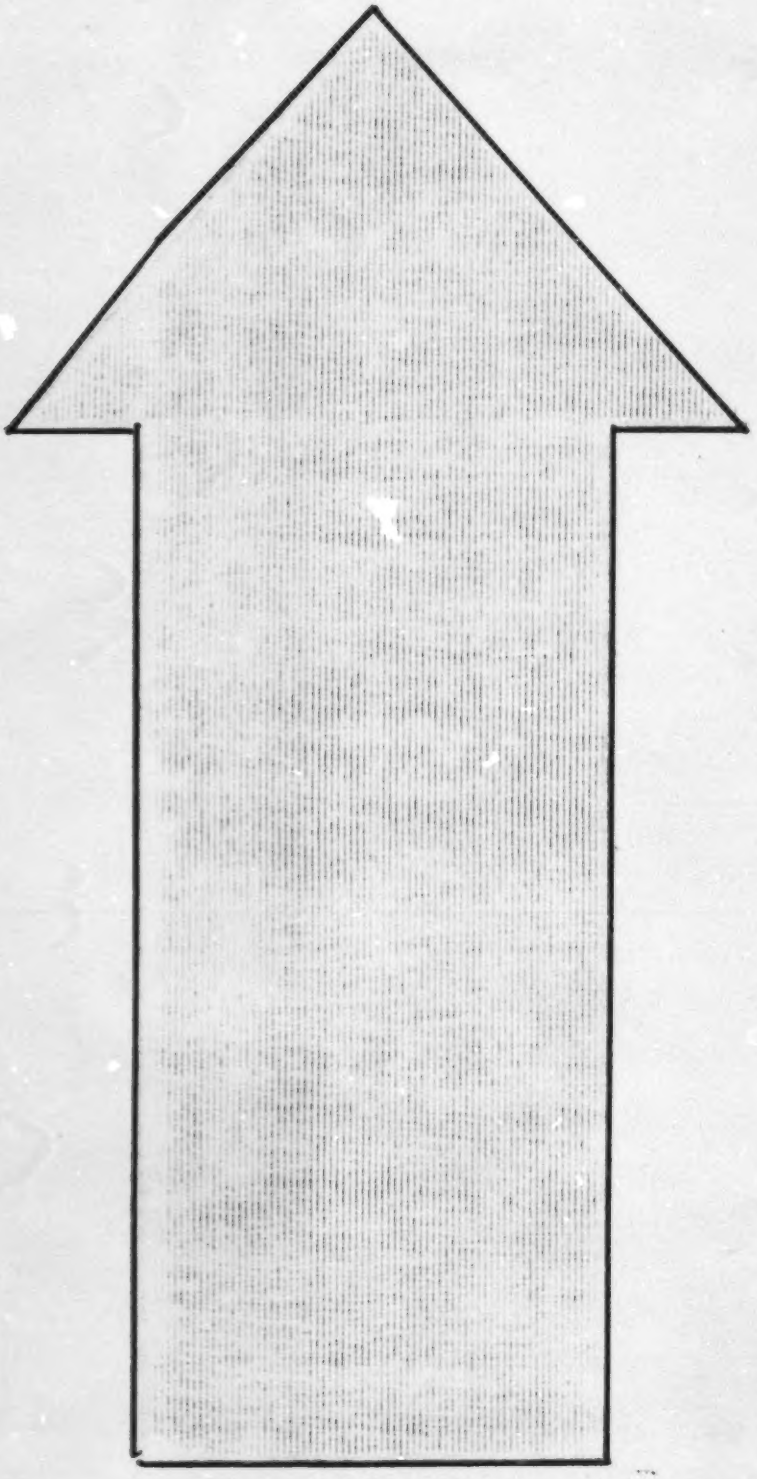

SAN DIEGO MESA COLLEGE AFFIRMATIVE ACTION POLICY

JC 760 119

The San Diego Mesa College Affirmative Action Policy was developed by an Affirmative Action Committee composed of classified, instructor, and administrative representatives. Input was sought from employed personnel throughout the campus. The result which follows has been approved by the Faculty Senate and the President of Mesa College.

It is the purpose of this policy to aim toward a desired balance in the racial and sex distribution of our staff as expressed in the philosophy and goals which comprise the policy which follows.

It is the hope and expectation that the entire staff will support strongly the spirit and the letter of the policy in pursuit of achievement of its goals. Toward this end a staff development program is planned for 1974-75.

Ellis M. Benson
President
San Diego Mesa College

The accompanying San Diego Mesa College Affirmative Action Policy is essentially the same policy adopted by the Mesa College Academic Senate on January 7, 1974, with the following additions:

a. goals

b. sections mandated by the district

John M. Carman
President
Mesa College Academic Senate

SAN DIEGO MESA COLLEGE AFFIRMATIVE ACTION POLICY

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May 8, 1974

Revised March 31, 1975 solely for the purpose of changing county figures to city figures.

I. INTRODUCTION

San Diego Mesa College, pursuant to a Board of Trustees policy, has for some time followed a policy of non-discrimination in the hiring and promotion of employees. While some progress was made under this policy, it did not effect racial and sex balance in the faculty and staff. The purpose of this document, The San Diego Mesa College Affirmative Action Policy, is to describe the steps that the college plans to take in order to bring about the desired balance in the racial and sex distribution of its faculty and staff. The policy sets forth the philosophy and goals of the program and details the apparatus necessary to monitor and enforce its implementation.

This document represents the thinking and planning of a large segment of the staff. It originated in the Faculty Senate's Affirmative Action Committee and was approved by the Faculty Senate. The final document also represents input from the Department Chairpersons, the administrative staff, the President, and other interested individuals.

As detailed as this document is in setting forth responsibility, procedures, and goals, the source of its success or failure lies outside its pages. It is apparent that in dealing as it does in numbers and percentages, the document has a tendency to disguise the fact that it is a policy concerned with people and their right to equitable employment practices; it is also apparent that the success of the program in achieving equal opportunities for employment and promotion depends on the cooperation of each member of the college community in creating a climate that is fair to all present and future employees.

II. DEFINITIONS

Federal legislation and executive orders require that Mesa College institute an Affirmative Action Program. Executive Order 11246 defines the term in the following manner:

> Affirmative Action requires the contractor to do more than ensure employment neutrality with regard to race, color, religion, sex and national origin. As the phrase implies, affirmative action requires the employer to make additional efforts to recruit, employ and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the affirmative action concept of the executive order is that unless positive action is undertaken to overcome the effects of systemic institutional forms of exclusion and discrimination, a benign neutrality in employment practices will tend to perpetuate the status quo ante indefinitely.

Thus, we are under a legal obligation to do more than have a passive policy of non-discrimination: we are required to actively recruit women and ethnic minorities and to ensure that they are included in the hiring and promotion processes at all level of employment in such a manner as to overcome past underutilization (defined by the Executive Order as "having fewer women or minorities in a particular job than would reasonably be expected by their availability"). Full or surplus hirings of one segment of these groups (e.g., only women or only one ethnic minority) will not satisfy the spirit of Affirmative Action. This non discrimination policy in employment also includes the physically handicapped and Vietnam-era veterans.

Nothing in federal guidelines or in this policy in any way suggests that we

a) hire, retain or promote incompetent personnel.

b) terminate present employees in order to create positions for affirmative action hiring.

Federal guidelines also require that we establish realistic

goals (not quotas) for Affirmative Action, that we perform a careful analysis of the present staff in order to document representation of women and minorities and identify areas of particular underutilization, that we conduct an annual self-evaluation of affirmative action activities to determine progress or lack of progress, and that we clearly assign administrative responsibility for carrying out the program. In accordance with federal guidelines, failure to establish an acceptable Affirmative Action Program invites the suspension of federal subsidies and other sanctions. Compliance with the Affirmative Action Program will be measured by the rate of progress the college makes toward reducing underutilization of minorities, women, the physically handicapped and Vietnam-era veterans.

III. GOALS

The long range goal of Mesa College is to achieve and maintain a faculty, staff, and administration that closely approximates the racial composition of the population in the City of San Diego, and the percentage of women in the labor force, and to ensure that each employee in every segment and at all levels has equal opportunity for promotion and advancement. In the shorter range, the next five years have been designated as a period during which maximum progress will be made toward reaching this goal. Each department and staff component has analyzed its current staffing pattern with regard to ethnic and sex make-up, has calculated the number of potential openings within the next five years, and has set a goal for Affirmative Action hirings based on the progress that department needs to make before the goal of the college is reached. The total of these departmental goals is the goal for the college as a whole. In order to reduce the disparity between both the percentage of the minorities in the City and women in the labor force and campus, the certificated staff has designated a total of 29 positions to be considered for Affirmative Action hirings; the administrative staff has designated a goal of one; the classified staff has designated a goal of 11. To meet these goals, and in general thereafter, special efforts will be made to recruit in such a way that women and individuals from minority groups will have every opportunity to be considered, appointed, and promoted.

The table on the following page shows, department-by-department, the Affirmative Action goals for one- and five-year periods. Those departments with no projected openings will, of course, show no

Affirmative Action goals. Should openings in these departments develop, however, or should the number of already projected openings change, then the goals will be revised to reflect such changes.

DEPARTMENTAL AFFIRMATIVE ACTION GOALS

One and Five Year Periods

	One-year Goal	Five-year Goal (total)
Administration	0	1
Arts and Sciences Division	4	15
Art	0	1
Behavioral Sciences	2	5
Black Studies	0	0
Chicano Studies	0	0
English	0	0
Foreign Languages	1	4
Life Sciences	0	0
Mathematics	1	1
Music	0	0
Physical Education	0	0
Physical Sciences	0	0
Social Sciences	0	2
Speech	0	2
Library	0	0
Special Education	0	0
Counseling	1	3
Occupational Education	9	11
Business Administration	2	2
Community & Commercial Services	1	2
Construction Technology	1	1
Electronics	1	1
Health	2	2
Secretarial/Clerical	2	3
Technical	0	0
Classified	***	11

***Number of potential openings is too fluid to calculate with precision.

IV. IMPLEMENTATION

Final responsibility for implementation of this policy rests with the President, who will be assisted by the following:

1) Deans
2) Business Manager
3) Department Chairpersons
4) Supervisors
5) Affirmative Action Coordinators
6) Affirmative Action Committee
7) Others, as requested

Affirmative Action Committee

The Senate's Affirmative Action Committee operates under the aegis of the Senate but includes in its membership sufficient people from outside the Senate to ensure wide representation from the entire college. Thus, in addition to faculty, there are representatives from the administration, department chairpersons, students, and classified staff. At least half of the members are women and members of minority groups. The Affirmative Action Coordinators also serve on and are accountable to the committee; therefore, the committee must elect a chairperson other than an Affirmative Action Coordinator.

The role of the committee includes, but is not necessarily limited to, the following:

1) To review generally the Affirmative Action Program to improve and strengthen it and make recommendations to the Senate accordingly.

2) To serve the Affirmative Action Coordinators in an advisory capacity in the implementation of the Affirmative Action Program, as well as to assist in the recruitment aspect of the program, and other areas as approved by the committee and the president.

3) To review periodically appointment reports from the deans and business manager and make recommendations for coordination, enforcement, or modification of goals.

4) To make an annual, written report to the Senate of

its activities, recommendations, guideline changes, etc.

5) To assist in increasing the available pool of candidates and to review recruitment practices.

6) To recommend in writing that the President take appropriate action with respect to departments and staff components which have made little or no effort to meet the goals of the Affirmative Action Program. It is assumed that such actions will be rare and that the goals of this program will be achieved through cooperative endeavors.

7) To recommend an acceptable candidate to the President when a vacancy occurs in the position of Affirmative Action Coordinator.

Affirmative Action Coordinators

There are two Affirmative Action Coordinators, one for the certificated staff, one for the classified staff. The Affirmative Action Committee submits the names of the coordinators to the President for approval. The term of appointment is for one year, with the possibility of reappointment. The coordinator for the certificated staff has 2/5ths assigned time in which to carry out his or her duties; the coordinators for classified staff will be released to carry out his or her duties as part of the normal work load, the exact time reflecting the demands of the position. The coordinators will receive prompt prior notification of all vacancies and copies of job descriptions.

Included in the duties of the Affirmative Action Coordinators are:

1) To work closely with the president, deans, department chairpersons, supervisors, business manager, Black Studies Department, Chicano Studies Department, Women's Center and any other interested groups to implement this policy.

2) To serve on the district Affirmative Action Committee.

3) To assist all departments and units seeking minority and women applicants, particularly those from the local community.

4) To assist groups involved in the recruitment of students.

5) To review job descriptions before they are finalized to ensure that they do not discriminate against women or minority applicants.

6) To ensure that information about and current developments in Affirmative Action are communicated to the college community. Dissemination of information may occur in writing, in meetings or in workshops, as appropriate.

7) To serve as an Affirmative Action ombudsman, that is, to refer to the appropriate individual questions or grievances arising on campus or in the community.

8) To inform classified staff of promotional opportunities within the district.

9) To recommend to all areas having significant underutilization those methods by which they may implement affirmative action goals.

10) To make necessary surveys of the college's minority and women faculty and staff.

11) To make a semi-annual report to the Senate on the status of the program--more frequently if necessary.

12) To serve as a voting member on screening and interviewing committees.

Budget

The Affirmative Action Coordinators will have a budget to cover their expenses for attendance at conferences, and to cover other expenses that will arise in the performance of their duties.

Appeals

When the Affirmative Action Coordinator finds it necessary

to appeal the decision of a selection committee, the procedure outlined below will be followed. The procedure is based on one suggested by the District Affirmative Action Committee and may be modified as future experience dictates.

1) The Affirmative Action Coordinator will notify Personnel Services by telephone on the same day of the interview or early the next day that he or she intends to protest the actions of the selection committee because of discrimination against one or more candidates or because deviation from district hiring procedures has occurred. No appointment will be made until the appeal has been settled in the manner outlined below.

2) The Affirmative Action Coordinator will submit his charges and evidence in writing to the appropriate dean or business manager, the President, the District Affirmative Action Officer, and Personnel Services.

3) Within five working days, the President will appoint a review committee composed of the President, the District Affirmative Action Officer, and an Affirmative Action Coordinator from some other unit. The choice of the Affirmative Action Coordinator must be agreed upon by the President and the Affirmative Action Officer and must also be acceptable to the deparment chairperson or classified unit supervisor (whichever is involved). If the choice of that third person is not agreed to by the department chairperson or supervisor, he or she may choose a fourth, neutral, party to sit on the committee.

4) The Affirmative Action Coordinator who instituted the appeal should take the initiative to resolve the issue with the other members of the selection committee before the hearing of the review committee. If agreement is reached, that agreement should be submitted to the review committee for approval. If no agreement is reached, then at the review hearing, the Affirmative Action Coordinator who filed the appeal will present his charges. The other members of the selection committee will have an opportunity to respond to the charges. After all evidence has been presented, the review committee will decide the case, and both parties must accept the ruling. The committee may not, however, rule on which individual will be appointed to fill the vacant position.

5) If for some reason the review committee is unable to agree on a decision, the question will be submitted to the Chancellor, or his designee, for review and final disposition.

V. ANALYSIS OF UTILIZATION DATA

The tables at the end of this section present a detailed picture of the college's present staffing patterns with regard to race and sex. These figures should be viewed against similar figures for the entire city, since the goal of this policy is to eliminate the disparity between city and campus.

San Diego City

women (in labor force)	48.2%
total ethnic population	23.8%
Black	7.6%
Spanish-surnamed	12.7%
Asian-American	2.3%
Native American	0.3%
Other	0.9%

The following is a written summary of the salient characteristics of the data presented on later pages.

Administration

There are six administrators on campus. One of them (16.7%) is a woman. All are white.

Arts and Sciences

This division has a staff of 158.5, of which 72.55% is male, 27.44% is female. 91.79% of the staff is white, and 7.56% is from minority groups (2.52% Black, 3.15% Spanish-surnamed, 0.63% Asian-American, 1.26% Native American). Seven of the fifteen departments are 100% white; one department, Chicano Studies, has a staff of two, both male and both minority; another department, Black Studies, has one member, a woman and a minority. Five departments have the same (or higher) percentage of women as does the labor force. These

departments, with the exception of Black Studies, are in traditionally women's fields: English, Music, Library, Special Education. The departments with the lowest percentages of women are Life Sciences, Mathematics, Physical Sciences, and Social Sciences. The evident pattern with respect to minority faculty is low visibility, reflected by the total percentage of 7.56 which is considerably lower than the city figure of 23.8%. Thus this division needs to hire minority instructors in all disciplines and women in disciplines other than the traditionally women's fields.

Counseling

The counseling department has a staff of 13, 77% of which is male, 23% of which is female. 69.23% of the staff is white, 15.38% is Black, 7.23% is Spanish surnamed, 7.23% is Native American. The department is below the city figures for women, Spanish-surnamed and Asian-American, although the combined ethnic representation is higher than that of the city.

Occupational Education

This division has a staff of 58.5 people, of which 58.11% is male, 41.88% is female. 96.58% is white, and 3.42% (representing two people) is from minority groups. Five of the seven departments are 100% white; two departments in traditionally men's fields) are 100% male. Three departments have very high percentages of women: Community and Commercial Services, Health Occupations, and Secretary/Clerical. These departments are traditionally women's disciplines. Like Arts and Sciences, this division needs to hire

minority instructors in all disciplines and women in disciplines other than the traditionally women's fields.

Classified

The classified staff is made up of 128 people, with a break-down of 60% female, 40% male. 86% of the staff is white, 14% from minority groups. Two units, Clerical and Food Services, have a very high percentage of women (both over 90%), and both are traditionally women's fields. Two units, Custodial and Gardening, have very low percentages of women (4% and 0, respectively). These are traditionally men's fields. One department, the Bookstore, has no minority individuals. This division has a total minority population that is below the city figures.

In addition to the table showing distribution by race and sex in the classified division, there is also a table that shows the distribution of race and sex with respect to salary. This table indicates the following characteristics:

1) There are seven departments. In all but one ("Miscellaneous," which is not really a discrete department), the senior individual is white. In three departments, the senior individual is a woman; in four, a male.

2) In the Clerical Department, there are 8 people at the lowest salary level; 4 of these people (50%) are minority individuals. Sixty percent (3 people) of the Blacks are at the lowest salary level. All of the Spanish-surnamed are in the lowest 4 positions (of a total of 12 positions). The most populous level is that of Intermediate Clerk the third lowest position. There are 20 white individuals at this position, one minority.

3) In the Custodial Department, all the minority individuals and the one woman are at the lowest level.

4) The Food Services Department has one minority individual

who is at the third lowest level.

5) Gardening Department has three levels; at the middle level, half of the individuals are white; half are minorities. One person, a minority individual, is at the lowest level.

Thus it would seem that minority individuals are clustered at the lower end of the pay scale. This could mean either that the minority individuals are all recently hired, or it could mean that there is a lack of promotional opportunity for them. The Affirmative Action Coordinator should investigate the situation, and if necessary, recommend steps to remedy it.

The preceding paragraphs summarized percentages of women and minority groups and their distribtuion in the various departments. Another way of viewing the same data is to compare the present staffing picture in terms of numbers of people, instead of percentages, with what the picture would be if the staff were in line with the city. This yields a clear picture of the disparity between the current situation and the goal of a balanced staff. The figures for Administration, a small division, are less detailed than the others since it is meaningless to talk about small fractions of a person. For this division, calculations have been based on the entire female and minority group population of the city: 50.8% (this total has been corrected to avoid counting minority women twice).

Administration

Total	6
Parity (women & minorities)	3
Current no. women & minorities	1
Disparity	2

Arts & Sciences	Total	Women	Black	Spanish-Surname	Asian-American	Native America
Parity	--	76	7	20	4	1
Current	158.5	43.5	4	6	1	2
Disparity	--	32.5	8	14	3	0
Counseling						
Parity	--	6	1	2	*	*
Current	13	3	2	1	0	1
Disparity	--	3	--	1	--	--
Occupational Education						
Parity	--	28	4	7	1	--
Current	58.5	24.5	0	1	0	1
Disparity	--	3.5	4	6	1	--
Classified						
Parity	--	62	10	16	3	1
Current	128	78	8	6	3	0
Disparity	--	--	2	10	0	1

*less than 1

ARTS & SCIENCES

DEPARTMENT	TOTAL	MALE		FEMALE		WHITE		BLACK		SPANISH-SURNAMED		ASIAN AMERICAN		NATIVE AMERICAN	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
ART	9	6	66.66	3	33.33	9	100								
BEHAVIORAL SCIENCES	18	13	72.22	5	27.77	15	83.33	1	5.56	1	5.56			1	5.56
BLACK STUDIES	1			1	100			1	100						
CHICANO STUDIES	2	2	100							2	100				
ENGLISH	24	14	58.33	10	41.66	24	100								
FOREIGN LANGUAGES	8.5	6.5	76.47	2	23.53	6.5	76.47			2	23.52				
LIFE SCIENCES	11.5	9.5	82.61	2	17.39	11.5	100								
MATHEMATICS	12	10	83.33	2	16.67	11	91.67					1	8.33		
MUSIC	6.5	4	61.54	2.5	38.46	5.5	84.62	1	15.38						
PHYSICAL EDUCATION	18	13	72.22	5	27.77	16	88.88			1	5.55			1	5.55
PHYSICAL SCIENCES	11	10	90.91	1	9.09	11	100								
SOCIAL SCIENCES	20	18	90.00	2	10.00	19	95.00	1	5.00						
SPEECH	8	6	75.00	2	25.00	8	100								
LIBRARY	4	2	50.00	2	50.00	4	100								
SPECIAL EDUCATION	5	1	20.00	4	80.00	5	100								
TOTAL	158.5	115	72.55	43.5	27.44	145.5	91.79	4	2.52	6	3.15	1	.63	2	1.26

OCCUPATIONAL EDUCATION

DEPARTMENT	TOTAL	MALE		FEMALE		WHITE		BLACK		SPANISH-SURNAMED		ASIAN AMERICAN		NATIVE AMERICAN	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BUSINESS ADMINISTRATION	16	14	87.5	2	12.50	16	100								
COMMUNITY & COMM. SERVICES	5.5	1	18.18	4.5	81.82	5.5	100								
CONSTRUCTION TECHNOLOGY	7	6	85.71	1	14.28	6	85.71			1	14.29				
ELECTRONICS	5	5	100			4	80							1	20.00
HEALTH OCCUPATIONS	13	2	15.38	11	84.62	13	100								
SECRETARIAL/ CLERICAL	8	2	25.00	6	75.00	8	100								
TECHNICAL	4	4	100			4	100								
TOTAL	58.5	34	58.11	24.5	41.88	56.5	96.58			1	1.71			1	1.71

ADMINISTRATION	6	5	83.3	1	16.7	6	100								
COUNSELING	13	10	77	3	23	9	69.23	2	15.38	1	7.23			1	7.23

CLASSIFIED

DEPARTMENT	TOTAL	MALE		FEMALE		WHITE		BLACK		SPANISH-SURNAMED		ASIAN AMERICAN		NATIVE AMERICAN	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
BOOKSTORE	4	1	25	3	75	4	100								
CLERICAL	47	2	4.25	45	95.74	39	82.97	5	10.63	3	6.38				
CUSTODIAL	28	27	96.42	1	3.57	23	82.14	3	10.71			2	7,14		
FOOD SERVICES	24	2	8.33	22	91.66	23	95.83	1	4.16						
GARDENING	8	8	100			5	62.5	1	12.5	2	25				
MISCELLANEOUS*	13	8	61.5	5	38.46	12	92.30					1	7.69		
PARKING	4	3	75	1	25	3	75			1	25				
TOTAL	128	50	39.06	78	60.93	109	85.15	10	7.81	6	4.68	3	2.34		

*Miscellaneous
Business Manager
Administrative Asst. I
Community Services
Financial Placement
Lab Assistant
Maintenance
Locker Att.
Multi-Media
Phy. Ed. Att.
PBX
Sweeper Operator

SAN DIEGO MESA COLLEGE

CLASSIFIED STAFFING PATTERNS
With Respect to Salary

DEPARTMENT/ CLASSIFICATION *	WHITE		ASIAN AMERICAN		BLACK		SPANISH-SURNAME		NATIVE AMERICAN		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
CLERICAL												
College General Sec.		1										1
Dup. Center Supv. I		1										1
Senior Clerk		1				1						2
Dupl. Equip. Operator					1						1	
Account Clerk III		1										1
School Clerk II		1										1
Secretary II		4										4
Clerk II		4										4
Secretary I		2										2
A.V. Clerk		1					1				1	1
Intermediate Clerk		20						1				21
Steno-Clerk		1										1
Junior Clerk	1	3				3		1			1	7
TOTAL	1	40			1	4	1	2			3	46
CUSTODIAL												
Head Custodian IV	1										1	
Head Custodian	1										1	
Crew Leader	1										1	
Custodians	19	1	2		3						24	1
TOTAL	22	1	2		3						27	1
BOOKSTORE												
Bookstore Manager		1										1
Clerk II		1										1
Asst. Stockroom Clerk	1										1	
Intermediate Clerk		1										1
TOTAL	1	3									1	3

*Positions arranged in descending order of salary.

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SAN DIEGO MESA COLLEGE

CLASSIFIED STAFFING PATTERNS

DEPARTMENT/ CLASSIFICATION	WHITE		ASIAN AMERICAN		BLACK		SPANISH-SURNAME		NATIVE AMERICAN		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
FOOD SERVICES												
College Cafeteria Mgr. II		1										1
Cafeteria Van Driver	1										1	
Asst. Cafeteria Mgr.		2										2
Supv. Range Cook		1										1
Food Spec. Supv.		4										4
Food Svc. Worker II		3										3
Cafeteria Steward					1						1	
Junior Clerk		1										1
Food Svc. Worker I		10 (1 vacancy)										10
TOTAL	1	22			1						2	22
GARDENING												
Head Gardner	1										1	
Gardener	3		1		1		1				6	
Asst. Gardener							1				1	
TOTAL	4		1		1		2				8	
MISCELLANEOUS												
Business Manager			1								1	
Multi-Media Specialist		1										1
Community Svc. Coord.	1										1	
Financial Placement		1										1
Plant Manager	1										1	
Admin. Asst. I	1										1	
Maint. Man.	1										1	
Lab Assistant	1	1									1	1
Phy. Ed. Att.	1										1	
Power Sweeper Operator	1										1	
Locker Attendant	1										1	
PBX		1										1
Stockroom Clerk	1										1	
TOTAL	9	4	1								10	4

SAN DIEGO MESA COLLEGE

CLASSIFIED STAFFING PATTERNS

DEPARTMENT/ CLASSIFICATION	WHITE		ASIAN AMERICAN		BLACK		SPANISH-SURNAME		NATIVE AMERICAN		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
PARKING												
Guard II	1										1	
Guard I	1						1				2	
Jr. Clerk		1										1
TOTAL	2	1					1				3	1
TOTAL MESA COLLEGE	40	71	3		6	4	4	2	1		54	77

CONCLUSION

In accordance with the best judgment of those involved in the preparation of this document and in accordance with federal guidelines for Affirmative Action, the goals set forth in this document are realistic, based as they are on conservative estimates of potential openings and accurate figures regarding current utilization of women and minorities. The number of openings might, of course, prove to be too conservative, thus opening the way for more Affirmative Action hirings than were planned; some of the openings could, on the other hand, not materialize, thus making the stated goals impossible to achieve. Nevertheless, this document would be incomplete without some attempt to calculate how close Mesa College will be in five years to its ultimate goal of entirely balanced staff if the current goals are achieved.

Administration

Since the administrative staff will have only one opening, and that occasioned by the retirement of the one woman on the staff, even if it meets its goal of one Affirmative Action hiring, there will be no progress toward balance.

Arts and Sciences

In five years, given current growth projections, the Arts and Sciences Division will have a total staff of 173.5 people. A balanced staff at that time would include 84 women, 13 Blacks, 22 Spanish-surnamed, 3 Asian-Americans, and 1 Native American. At present, there are 43.5 women, 4 Blacks, 6 Spanish-surnamed, 1 Asian-American, and 2 Native Americans. Thus, if total balance with respect to sex and ethnic background were to be achieved in the next five years, that would mean adding 40.5 women, 9 Blacks, 16 Spanish-surnamed, and 2 Asian-Americans. The division has an Affirmative Action goal of 15. There is, of course, no way to predict

how the variables of sex and ethnic background will be distributed among those 15 people (that is, how many Spanish-surnamed or Asian-Americans, etc. will be included). Consequently, the disparities that will remain at the end of the 5-year period cannot be precisely calculated. It is clear, however, that even if this goal of 15 is reached, considerable progress will still need to be made before balance is achieved. New goals will have to be set at the end of the five years.

Occupational Education

In five years, the Occupation Education Division will have a staff of 69.5 people. A balanced staff at that time would include 33 women, 5 Blacks, 9 Sparish-surnamed individuals, and 2 Asian-American. (Because of the size of this division, the figure for Native Americans, .3%, is less than 1 individual). At present there are 24.5 women, 1 Spanish-surnamed individual, and 1 Native American. In order to achieve balance in five years, the division would need to add 8.5 women, 5 Blacks, 8 Spanish-surnamed, and 2 Asian-American. The division has an Affirmative Action goal of 11. If this goal is reached, the division will have come close to the goal of a balanced staff but will need to set new goals in order to eliminate the remaining disparities.

Counseling

In five years, the Counseling Department will have a staff of 16. A balanced staff at that time would include 8 women, 1 Black, 2 Spanish-surnamed. (The figures for Asian-Americans and Native Americans are less than 1.) At present, there are 3 women, 2 Blacks, 1 Spanish-surnamed, and 1 Native American. In order to reach a balanced staff, 5 women and 1 Spanish-surnamed individual would have to be added. The department has an Affirmative Action goal of 3, and if that goal is reached, the department could achieve balance, or come quite close to it, in five years.

Classified

In this division, the concern is primarily with position on the salary scale, and not so much with numbers. For example, this division has 76 projected openings and a disparity of 11 minority individuals. Thus reaching the goal of a balanced staff is certainly within the realm of possibility. However, the lack of minority people at the higher levels of salary and their concentration at the lowest levels is a situation that would seem to need remedy.

Thus it would seem that even with the most conscientious attention to Affirmative Action, Mesa College at the end of the five years covered by this policy will need to set new goals before an equitable balance is achieved. It is true that some divisions of the college may hope to come closer to the desired situation than others, and that the concerns of the classified staff are somewhat different from the concerns of the certificated staff, and also true that with respect to women, it is distribution more than numbers that needs to be considered. Nevertheless, with careful monitoring and willing participation of the entire staff, there would appear to be no reason that this policy, although it covers a wide variety of complex issues, cannot effectively move the college in the desired direction of equitable employment and promotional opportunity.

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LOS ANGELES

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